Administrative Unit: Humanities Department
Course Prefix and Number: ESOL 103
Course Title: Academic English II

Digital Descriptions:

<table>
<thead>
<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<tbody>
<tr>
<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
<td>Total # = Lec Hrs + Lab Hrs</td>
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<tr>
<td>3 — 6 — 0</td>
<td>3 = 6 + 0 X ( \frac{1}{3} )</td>
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Catalog Description: Content-based language instruction for advanced students of English as a Second Language (ESOL). Prerequisite: Placement or successful completion of ESOL 100.

Prerequisites/Corequisites: Placement or successful completion of ESOL 100.


Course Objectives: The student will:
1. read and comprehend excerpts from authentic academic texts,
2. utilize specialized vocabulary to explain concepts in a variety of content areas,
3. demonstrate comprehension of the logic and organization of academic textbooks,
4. demonstrate comprehension of the special stylistic, grammatical, and semantic features of textbook prose,
5. demonstrate comprehension of verbal cues and meaning links necessary to distinguish between main and subordinate ideas and to follow the flow of arguments and expositions,
6. write short essay exams and take objective exams,
7. participate in class discussions,
8. listen to lectures and take notes,
9. write short summaries and reports.

Topical Outline: The content areas will vary with preference of the teacher and the needs of the class. Following is an illustration of the range all of the content selections should represent:
1. World Health
2. Cultural Diversity
3. Environmental Challenges
4. Economics
5. Travel and Tourism
6. The History of Western Civilization

Recommended maximum class size for this course: 15

Prepared by: Lizbeth Metscher

Date: March 27, 2003

NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.